# *U.S. Department of Education*
# *2010 - Blue Ribbon Schools Program*

Type of School: (Check all that apply) [] Charter [] Title I [] Magnet [] Choice

Name of Principal: Mr. Duane Urbina

Official School Name: Ruby-Wise Elementary School

School Mailing Address:
5279 Old Marksville Highway
Pineville, LA 71360-9067

County: Rapides Parish State School Code Number*: 00041

Telephone: (318) 443-6089 Fax: (318) 442-5709

Web site/URL: http://www.rapides.k12.la.us/ E-mail: urbinad@rapides.k12.la.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Gary Jones

District Name: Rapides Parish School District Tel: (318) 487-0888

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Steve Berry

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

# PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2004.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

**All data are the most recent year available.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

| | |
|---|---|
| 29 | Elementary schools (includes K-8) |
| 5 | Middle/Junior high schools |
| 9 | High schools |
| 4 | K-12 schools |
| **47** | **TOTAL** |

2. District Per Pupil Expenditure: 8830

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[ ] Suburban
[ ] Small city or town in a rural area
[ X ] Rural

4. 3 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|---|---|---|---|---|---|---|---|
| **PreK** | 22 | 18 | 40 | **6** | 22 | 27 | 49 |
| **K** | 24 | 20 | 44 | **7** | | | 0 |
| **1** | 22 | 22 | 44 | **8** | | | 0 |
| **2** | 27 | 26 | 53 | **9** | | | 0 |
| **3** | 39 | 26 | 65 | **10** | | | 0 |
| **4** | 31 | 35 | 66 | **11** | | | 0 |
| **5** | 30 | 22 | 52 | **12** | | | 0 |
| | | **TOTAL STUDENTS IN THE APPLYING SCHOOL** | | | | | 413 |

6. Racial/ethnic composition of the school:

| | |
|---|---|
| 1 % | American Indian or Alaska Native |
| 1 % | Asian |
| 2 % | Black or African American |
| 1 % | Hispanic or Latino |
| 0 % | Native Hawaiian or Other Pacific Islander |
| 94 % | White |
| 1 % | Two or more races |
| **100 %** | **Total** |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 18 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| | | |
|---|---|---|
| **(1)** | Number of students who transferred ***to*** the school after October 1 until the end of the year. | 42 |
| **(2)** | Number of students who transferred ***from*** the school after October 1 until the end of the year. | 32 |
| **(3)** | Total of all transferred students [sum of rows (1) and (2)]. | 74 |
| **(4)** | Total number of students in the school as of October 1. | 414 |
| **(5)** | Total transferred students in row (3) divided by total students in row (4). | 0.179 |
| **(6)** | Amount in row (5) multiplied by 100. | 17.874 |

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 1

Number of languages represented: 1

Specify languages:

Russian

9. Students eligible for free/reduced-priced meals: 59 %

Total number students who qualify: 243

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 32

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | | | |
|---|---|---|---|
| 0 | Autism | 0 | Orthopedic Impairment |
| 0 | Deafness | 4 | Other Health Impaired |
| 0 | Deaf-Blindness | 13 | Specific Learning Disability |
| 0 | Emotional Disturbance | 12 | Speech or Language Impairment |
| 0 | Hearing Impairment | 0 | Traumatic Brain Injury |
| 0 | Mental Retardation | 0 | Visual Impairment Including Blindness |
| 0 | Multiple Disabilities | 3 | Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | Number of Staff | |
|---|---|---|
| | **Full-Time** | **Part-Time** |
| Administrator(s) | 1 | 1 |
| Classroom teachers | 22 | 1 |
| Special resource teachers/specialists | 3 | 1 |
| Paraprofessionals | 7 | 0 |
| Support staff | 8 | 0 |
| Total number | 41 | 3 |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **19 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Daily student attendance | 95% | 95% | 96% | 95% | 95% |
| Daily teacher attendance | 94% | 95% | 95% | 95% | 95% |
| Teacher turnover rate | 5% | 2% | 2% | 8% | 7% |
| Student dropout rate | 0% | 0% | 0% | 0% | 0% |

Please provide all explanations below.

In 2008 I had one teacher on maternity leave, one teacher had a debilitating illness and one teacher whose husband had cancer.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

| | | |
|---|---|---|
| Graduating class size | 0 | |
| Enrolled in a 4-year college or university | 0 | % |
| Enrolled in a community college | 0 | % |
| Enrolled in vocational training | 0 | % |
| Found employment | 0 | % |
| Military service | 0 | % |
| Other (travel, staying home, etc.) | 0 | % |
| Unknown | 0 | % |
| **Total** | | % |

# PART III - SUMMARY

Nestled in a sprawling community between the Avoyelles Parish line and the city of Pineville, is a vibrant growing community affectionately called Ruby-Kolin. At the heart of this community is Ruby-Wise Elementary, the only school located in this area. Ruby-Wise Elementary has deep roots in this community dating back to its establishment in 1943. Ruby-Wise originally began as a high school serving students 1st through 9th grades. As more and more people moved into this rural community, Ruby-Wise changed to serve the community's needs. Now, Ruby-Wise is an elementary school providing education to students in grades Pre-K through 6th, Ruby-Wise has several features making it a unique school.

One of the most noticeable features of Ruby-Wise is the strong ties to the community. Many of our students are third generation students. A sense of community pride is evident in the stories you hear being retold about a parent or grandparent's days at Ruby-Wise. The local volunteer fire department is always a willing supporter of our school, lending a helping hand in any capacity they can be of service. While our community has grown, the feeling of a close knit community is still evident. Faculty and staff at Ruby-Wise work hard to develop relationships with the students and their families that last long after the students leave Ruby-Wise.

An unusual feature of Ruby-Wise is the fact that over a 67 year period, we have only had four different principals. Each of our principals has stayed with us until his or her retirement. This continuing tradition allows for our community, administration, faculty, and staff to build long lasting relationships. These relationships foster better communication and a continuing vision for the school.

At Ruby-Wise Elementary, we strive each day to develop a safe and nurturing environment that promotes lifelong learning. At this time, we have 414 students enrolled in our school, a faculty of 22 Highly Qualified educators, and a support staff of 14. A guidance counselor is employed part-time to assist in the social and emotional needs of our students. Fifth and sixth grade students are taught by a skilled music teacher on a regular basis. Children with special needs are provided services by a speech therapist, an adaptive Physical Education Teacher, and Special Education classes such as inclusion, resource, self-contained, Content Mastery Center, and a full-time teacher for Gifted and Talented students.

At the heart of our success is the sense of ownership and responsibility each member of the school family has towards the students. Custodians and cafeteria workers know students by first names. Home visits, phone calls, and assistance during times of family emergencies are common practice at Ruby-Wise. We take care of each other like a family.

While our first priority is to educate students, we encourage community involvement in our school through various academic and extra-curricular activities. Academic organizations such as: Jr. Beta Club, Ruby-Wise Rendezvous, Social Studies Fair, and 4-H Club are the cornerstones of challenging our students to be their very best. Community involvement activities such as Family Math Night, seasonal music and drama programs, and an active Parent Teacher Organization are just a few ways to keep our door open to the community. Other extra-curricular activities include basketball, baseball, softball, soccer, D.A.R.E. Hoops, and a swimming team. With an active music program, Ruby-Wise Panthers are well- rounded individuals.

At Ruby-Wise we value the importance of being healthy. The Henry Megison Natorium houses a college-size heated pool. Students in grades fourth through sixth are allowed to swim as part of their Physical Education classes two to three times a year. The community utilizes the pool during the summer and the school year. Another important aspect of being healthy is our Panther Path. This community walking track is used by the students as well as the whole community.

Ruby-Wise Elementary is a school driven by a group educators motivated and dedicated to their profession and to the children of the community. We continue our uncompromising commitment to excellence by staying current on trends in education through research, book studies, team meetings, and staff development opportunities. Our teachers go the extra mile by providing above and beyond the standard in our mission to develop a safe and nurturing environment that promotes lifelong learning. Experienced, creative, energetic, and dedicated teachers work to meet the academic needs of all students. Our faculty and staff eagerly accept the challenge of our District's motto of "Every Child, Every Day, No Matter What It Takes."

# PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Schools in Louisiana receive a School Performance Score (SPS) each year based on assessment results and attendance. Ten percent of the school's SPS comes from attendance while assessment results account for ninety percent of the score. Ruby-Wise is a Pre-kindergarten through sixth grade school. Our SPS is derived from third, fifth, and sixth grade iLEAP scores as well as fourth grade LEAP and our attendance rate. Louisiana has set the SPS of 120 as the goal for all schools to achieve in the year 2014. Our Growth SPS for the 2008-09 was 109.7 showing a gain of 7.7 points from the previous year. Our overall school score was ranked seventh in the district for this year.

Under the Louisiana Accountability System, schools also receive a performance label based on academic growth. Ruby-Wise Elementary has earned the highest distinction of School Exemplary Academic Growth for the past two years, which is a first in the history of the school. Schools earning this label must have met their growth target and the students with Disabilities and the Economically Disadvantaged subgroups make Adequate Yearly Progress (AYP) as defined by the mandates of No Child Left Behind (NCLB).

Although test results are only one measure of student achievement, they have become increasingly important in assessing student learning. In 2005-06, the NRT (Iowa) test administered in the third, fifth, and sixth grades was replaced by the iLEAP tests. The iLEAP combines items from the Iowa Test (norm- referenced) and the standards based items (criterion-referenced). Results show the level of proficiency a student demonstrates in each of the subject areas tested. Students are rated at one of five levels: advanced, mastery, basic, approaching basic, and unsatisfactory. Louisiana's minimum requirement is for students to score at the basic level in ELA and Math. Additional information about Louisiana's Accountability System may be found at http://www.louisianaschools.net/Ide/intex.html. iLEAP scores showed substantial improvement in the number of students scoring at or above basic from the 2006-07 year to the 2007-08 year, placing Ruby-Wise Elementary in the category of exemplary growth. This gain in test scores continued into the 2008-09 school year in all areas except third grade English Language Arts, which remained the same, and the sixth grade English Language Arts, which was lower by a few percentage points. Data from the 2008-09 iLEAP shows that substantial gains were made in the third grade Mathematics, increasing from 62% of students scoring basic and above in 2007-08 to 82% in the 2008-09 year. In addition, the sixth grade mathematics scores went from 83% in 2007-08 to 94% in 2008-09. In past years, the Iowa test was administered to all first and second grade students. This test will be discontinued in the Spring of 2010. While this was not part of the state assessment program, the results served as a valuable tool for informing instructional decisions. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is administered at the beginning, middle, and end of each school year for students in grades Kindergarten through third grade. DIBELS is a set of standardized, individually administered measures of early literacy development. They are designed to be short (one-minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. Our students show marked improvement with each testing period.

Our mission of providing life-long learning for our children begins upon a student's entrance into the doors of our school. We pride ourselves in being a family of learners where learning is the responsibility of everyone. Students are not seen as being members of 'subgroups' but as being an important part of our community.

2. **Using Assessment Results:**

Different tools and techniques for assessment are essential when addressing the instructional needs of students. Understanding and applying the knowledge gained from disaggregating the data is imperative to

planning effective instruction. Teachers analyze LEAP and iLEAP data results as soon as they arrive in May to identify overall strengths and weaknesses. Grade levels then meet to examine ways to realign curriculum and instruction.

At the beginning of each year, teachers study the Individual Profile Sheets on each student in their class in order to tailor an instructional program to address strengths and weaknesses. Students' progress is closely monitored both formally and informally. Teachers use two state-designed programs to individualize the instruction for each student. LEAP data is designed for teachers to create data bases for their students and to individualize instruction according to their strengths and weaknesses. The Eagle program is a tool designed to assist teachers by creating formative and summative assessments of their students' individual needs.

DIBELS, Star Reading Assessment, and state benchmark tests are reviewed and discussed in grade level meetings and with the principal. Areas of concern are addressed through development of specific skill lessons and implemented in whole group, small group, and individual sessions. Intense interventions, small group, and individual tutoring by paraprofessionals are prescribed for students falling below grade level.

All students below grade level as determined from DIBELS are provided intense interventions that are documented and reviewed by an assessment team. Students that continue to make minimal progress are referred to the School Building Level Committee (SBLC) where a diagnostician provides specialized testing. An additional tool, Compass Learning, has been added to our district curriculum to assist teachers in individualizing the instructional needs of each student. The program offers pre- and post-tests to use in assessing student performance. It also allows teachers to create learning activities based on the results of the students' pre- and post-tests. Compass Learning addresses both ELA and Mathematics.

Collaboration between and among grade levels is vital to the success of our school. Vertically aligned teams share expectations and necessary skills students must possess as they progress through the grades. All members of our team share the responsibility of each student's learning.

3. **Communicating Assessment Results:**

Children do best when parents are involved in their education. We believe at Ruby-Wise Elementary that communication has been and is an essential part in maintaining our high levels of performance. Parents are invited to an 'Open House' before school actually begins. Students and parents meet the teachers, pick up class schedules, lunch forms, bus routes and tour the school helping to alleviate some of the first day jitters that students (and teachers) may feel. Teachers have available classroom expectations, school policies, and other pertinent information.

Every Tuesday, all students bring a "Take Home Folder" containing weekly grades, calendars, conduct reports, and messages from their teacher. Newsletters from the principal keep parents informed on school issues affecting everyone and on the successes the school has made. Bulletin board displays throughout the school highlight the students having perfect attendance, Accelerated Reader (AR), Pawprints (behavior successes), and honor roll. Report cards are sent home every six weeks with progress reports going home between grading periods. Two parent/teacher conference nights are scheduled each year; however, we encourage parents to schedule conferences any time they feel necessary.

When official Iowa and iLEAP results are released, the local newspaper and television station publicize each school's results. Additional information can be found on our parish and state website. School report cards and an interpretation guide provided by the State Department of Education are sent home with each student at the beginning of the school year.

An Award's Program in held in May for students, parents, and stakeholders to recognize and honor student achievements and efforts. Trophies and ribbons are given for honor roll, perfect attendance most improved in each classroom, and AR.

4. **Sharing Success:**

Ruby-Wise Elementary, a school of exemplary growth over the past two years, has set its standards high in providing a quality education for all of its students. In retrospect many schools have started to notice our academic achievements and are curious to see what we are doing. It is normal to have visitors observing our teachers; such as student teachers from Louisiana College and Louisiana State University at Alexandria, teachers from within our parish, as well as from other parishes throughout the state. We are proud to show southern hospitality in our small rural school, sharing resources, lesson plans, and instructional strategies.

Lead teachers provide leadership roles to fellow colleagues and student teachers to improve their instructional skills and techniques. Many of our teachers serve on various parish committees such as textbook adoption, pupil progression, and district level in-service presentations. Our principal serves in the Orchard District Leadership Institute that was created by the Rapides Foundation to develop quality leaders in Rapides Parish. He also serves as Rapides Association of Principals and Assistant Principals (RAPAP) secretary-treasurer and is the Louisiana High School Power Lifting Association (LHSPLA) member at large, promoting drug free power lifts throughout the state.

We at Ruby-Wise Elementary are proud to share our success with fellow schools throughout the state in helping Louisiana provide a quality education for all of its students.

# PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The primary course of study at Ruby-Wise is provided by the Louisiana Department of Education. This Comprehensive Curriculum is aligned with Grade Level Expectations (GLEs). These include standards of what the students should know at the end of each grade level. Grade level assessments are given monthly to assess skill mastery. Our teachers use the assessments to make adjustments and reteach skills as needed to meet each child's needs. Literacy is fundamental and is the central point of our curriculum. Our reading program begins with teaching the five essential components of literacy development: phonemic awareness, phonics, vocabulary, fluency, and comprehension. We have invested in the new online Accelerated Reader program which includes unlimited quizzes and Home Connect to enhance our reading program. A total of 120 minutes of the day is devoted to teaching language arts. An additional 30 minutes in the day is set aside for Silent Sustained Reading (SSR) when the child is allowed to read for enjoyment a book or magazine chosen by the student. DIBELS, STAR Reading, and state assessments are used to progress monitor. The essentials of the writing process (brainstorming, pre-writing, drafting, revising, editing and publishing) are taught throughout the school day in various curricular areas.

Math is also a major focus, devoting 90 minutes per day to instruction. The state GLEs guide math instruction by using the basal, and then supplement using Math 4 Today, Drops in a Bucket, and LEAP Math Busters. Using a combination of these programs the skills are continually retaught. Social Science is introduced as young as Kindergarten-4 and focus on preparing the child to become a responsible citizen. Beginning in the third grade through the sixth grades, social studies is taught in three basic parts: geography, government, and economics. Science education is offered in third – sixth grades. Its aim is to develop in learners a rich and full understanding of the inquiry process; the key concepts and principles of life science, physical science, and earth science. We have taken seriously the reauthorization of IDEA in 2004, by integrating a Response to Intervention (RtI) plan in all grades for language arts and math. Interventions are provided in various ways and involve all teachers and staff. The interventions include Physical Education teachers providing phonics supplements, paraprofessionals and special education teachers providing math and reading intervention, and cafeteria workers flashing multiplication facts for small groups. Intervention and teamwork are synonymous at Ruby-Wise. Progress monitoring takes place biweekly and is a valid tool for gauging the effectiveness of instruction, determining whether instructional modifications are necessary, providing important information for placement decisions, and instructional planning.

Ruby-Wise has a tradition of providing quality musical and drama performances by all students from kindergarten through sixth grade. The students perform three times a year for fellow students, families and the community. Music education and band are provided for all students throughout the year by our certified music teacher. The library and computer lab are two areas which provide a variety of books and multimedia sources to support teaching and learning, and foster independent motivated readers for life.

Finally, our Content Mastery Center (CMC), equipped with 20 wireless laptops with headphones, Kurzweil, a Promethean Board, a scanner, and a wireless printer, is open to all students with additional academic needs or modifications in a specific area. It is managed by a special education teacher and paraprofessional during all hours of the school day. The CMC provides a variety of teaching strategies and techniques which allows the student to be successful in the regular classroom.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

Reading development is one of the most important goals of Ruby-Wise Elementary. We believe that without basic reading skills a person will struggle for social and financial survival. Every staff member at Ruby-Wise is committed to building and sustaining a school culture in which high quality reading instruction for all students is a most important priority. Our primary goal is to implement the essential components of literacy development. We also focus on reading comprehension by exposing the student to new vocabulary words and skills such as author's purpose, main idea, summarizing, and making inferences. The students' progress will be measured, based on the DIBELS assessments and STAR reading results.

K-4 and Kindergarten begin the literary process with literacy centers to ensure readiness skills are achieved. Intervention groups in Kindergarten through 3rd grades continue our focus on reading by including the Read Well and Language! curricula. Our Scott Foresman reading program helps students to build successful reading and writing skills with literature, research-based instruction, audio stories, and a technology connection. Our Accelerated Reader program and Silent Sustained Reading encourages our students to read for pleasure. The AR program and STAR Reading are utilized as valuable tools for assessment. Our hope is that our students will develop a habit and desire for reading.

3. **Additional Curriculum Area:**

Integrating technology into the curriculum is a priority at Ruby Wise. Technology is used as a tool to promote and extend student learning on a daily basis. Our school has taken seriously the challenge to find meaningful ways of incorporating new technologies into the classroom—whether it is the television, the calculator, the Promethean Board, or the computer.

Our school has a computer lab with fifteen wireless laptops, six desktops, and headphones for each computer. We also have a computer on wheels equipped with twenty wireless laptops, a wireless printer and scanner, and headphones for each laptop. Seven of our classrooms have Promethean Boards with laptops. Each of our nineteen classrooms is supplied with at least two desktops. Kindergartens through third grades are scheduled to receive five new laptops per classroom this school year.

Our district has purchased a program to enhance learning through technology called Compass Odyssey Learning. This program involves a series of unit tests and activities in each academic area and grade level. These are correlated with the State's GLEs and comprehensive curriculum. After the student takes a pretest, the program assigns the student a "Learning Path" which correlates with the skills missed on the test. Each student is given individual assignments according to his or her need. The student completes the individualized assignments and then takes a posttest. The results are posted only for the student and teacher. Additional computers have been purchased for classrooms to accommodate this new program.

Our school has a total of seven Promethean Boards to provide another type of differentiated instruction. These are interactive white boards with special pens that the students use to engage in interactive learning activities in all academic areas. The boards have changed how teachers and classes engage and interact, how students learn and how they are monitored and assessed. The teachers are able to create, develop, and find activities online to support and reinforce the skills they are teaching. Promethean's logo states, "Lighting the flame of learning." We, at Ruby Wise, believe that the new technology is lighting that flame in our students, making learning new and exciting, and in turn increasing the students' progress.

4. **Instructional Methods:**

With the school's emphasis on technology, it is only natural that much of our focus be on instructional strategies through use of computers and Promethean Boards. Individual computers are used for keyboarding

lessons, Compass Learning activities, Accelerated Reader and STAR Reading tests, math games and activities, and creating PowerPoint presentations. The computer as well as the Promethean Board accommodates different learning styles. Tactile learners benefit from touching and marking at the board. Audio learners enjoy the class discussion. Visual learners can see what is taking place as it develops at the board.

Our staff share research-based strategies in bimonthly grade level meetings to increase our effectiveness as educators. In these meetings teams collaborate in lesson planning and implementation of new strategies. A few strategies shared in staff meetings to enhance learning are Act it Out, paired reading, acronym memory aids, inventive spelling, and review games such as Jeopardy. Teachers use Bloom's Taxonomy to ensure questions that inspire critical thinking in the learner.

Our faculty has been trained in Kagan strategies and uses these in the classroom to meet the individual needs of our students. Dr. Spencer Kagan has developed over two hundred teaching techniques to enhance learning for all learning styles. These techniques may increase student engagement by promoting positive interdependence. A few of the strategies our staff uses to increase higher order thinking are teaching about higher order thinking skills such as naming the concept, teaching inference, and picture what they are learning.

We believe the key to enhance learning is using a blend of these instructional strategies to encourage students to evaluate or analyze rather than to simply memorize. Our goal is to enhance our instruction with these strategies, thus allowing our students to reach their maximum potential.

5. **Professional Development:**

Our district is in partnership with the Rapides Foundation, a local non-profit organization, to develop a comprehensive plan that will result in improved classroom instruction and student achievement. The Rapides Systemic Initiative (RSI) goals are to improve student achievement in literacy and mathematics and to insure that the teachers and administration are effective instructional leaders. The RSI includes Professional Learning Communities (PLCs), differentiated instruction, and data disaggregation. We are convinced that our professional development through the RSI has strengthened our teachers, and we have seen marked growth in our school-wide test scores.

Three staff members have participated in the Louisiana Systemic Initiative Program (LaSIP). These teachers brought a new vision of classroom teaching and learning in science and mathematics to our other staff members. Teachers attend bi-weekly staff meetings which have included book studies, Positive Behavior System, Response to Intervention, DIBELS Intervention strategies, Four Square Writing, and Kagan Strategies. Staff members also attend workshops, conferences, seminars, and Professional Learning Committee meetings. Some of our teachers participate in college courses, praxis exams and Internet studies.

The growing interest in teacher quality and accountability is welcome at Ruby-Wise. We believe that the quality of our teachers is a direct reflection of our student achievement. Our goal is to continually grow as professionals. Our goal as educators is to instill a love of learning in our students and assure that our school is centered around "every child, every day, whatever it takes."

6. **School Leadership:**

At Ruby-Wise school leadership begins with the principal. He is a facilitator of staff and student learning, the leader of the learning community. He is a motivator who teaches, coaches, and promotes the professional development of teachers. The principal's availability to our staff enhances motivation, self-esteem, sense of security, and morale. Our principal gives the highest priority to student and adult learning, setting high

expectations, demanding content and instruction that ensure student achievement, and using data to guide improvement.

Though our school leadership begins with the principal, it does not end there. Ruby-Wise also adopts a distributed leadership plan. Outlined in our faculty handbook are various duties and responsibilities of grade level leaders, staff team leaders, and staff mentors. Professional Learning Communities (PLC), made up of teachers, parents, and community members, meet together and share ideas. The goal of the PLCs is to enhance the teachers' effectiveness so that the students benefit.

An example of distributed leadership is in the area of Response to Intervention. A staff leader gives regular professional development on how to integrate the RTI process into our school, ways to differentiate instruction, and new teaching strategies. Another staff leader attends training on the new Compass Learning program and is the staff liaison for technology needs. One staff leader coordinates DIBELS testing, progress monitoring, and DIBELS data. Staff meetings are held biweekly where staff members are encouraged to share new ideas and concerns to help improve our school.

Leadership at Ruby-Wise focuses on sharing a vision, sustaining a school culture for a safe, effective learning environment, and acting with integrity, fairness and an ethical manner. Our theme for the 2009-10 school year demonstrates our leadership philosophy, "Together we can soar to new heights."

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: iLEAP

Edition/Publication Year: Louisiana/2007 Publisher: State of Louisiana

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Apr | Mar | Mar | | |
| **SCHOOL SCORES** | | | | | |
| iLEAP | 82 | 62 | 71 | | |
| iLEAP | 7 | 3 | 4 | | |
| Number of students tested | 61 | 54 | 46 | | |
| Percent of total students tested | 100 | 100 | 100 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| iLEAP | | 60 | 60 | | |
| iLEAP | | 0 | 5 | | |
| Number of students tested | | 25 | 20 | | |
| **2. African American Students** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **3. Hispanic or Latino Students** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **4. Special Education Students** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | | 0 | 0 | | |
| **5. Limited English Proficient Students** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **6. Largest Other Subgroup** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |

Notes: Proficient=basic, mastery and advanced
No data available for Spring 2005 and spring 2006.

Subject: Reading Grade: 3 Test: iLEAP

Edition/Publication Year: Louisiana/2007 Publisher: State of Louisiana

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Apr | Mar | Mar | | |
| **SCHOOL SCORES** | | | | | |
| iLeap | 82 | 73 | 74 | | |
| iLEAP | 7 | 6 | 7 | | |
| Number of students tested | 61 | 54 | 46 | | |
| Percent of total students tested | 100 | 100 | 100 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| iLeap | 76 | 60 | 60 | | |
| iLEAP | 3 | 0 | 5 | | |
| Number of students tested | 29 | 25 | 20 | | |
| **2. African American Students** | | | | | |
| iLeap | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **3. Hispanic or Latino Students** | | | | | |
| iLeap | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **4. Special Education Students** | | | | | |
| iLeap | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **5. Limited English Proficient Students** | | | | | |
| iLeap | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **6. Largest Other Subgroup** | | | | | |
| iLeap | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |

Notes: Proficient=basic, mastery and advanced
No data available for Spring 2005 and spring 2006.

Subject: Mathematics Grade: 4 Test: LEAP

Edition/Publication Year: Louisiana/2009 Publisher: State of Louisiana

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Apr | Mar | Mar | | |
| **SCHOOL SCORES** | | | | | |
| LEAP | 82 | 95 | 74 | | |
| LEAP | 9 | 11 | 9 | | |
| Number of students tested | 55 | 46 | 54 | | |
| Percent of total students tested | 100 | 100 | 100 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| LEAP | 93 | 95 | 45 | | |
| LEAP | 11 | 0 | 0 | | |
| Number of students tested | 27 | 19 | 20 | | |
| **2. African American Students** | | | | | |
| LEAP | 0 | 0 | 0 | | |
| LEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **3. Hispanic or Latino Students** | | | | | |
| LEAP | 0 | 0 | 0 | | |
| LEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **4. Special Education Students** | | | | | |
| LEAP | 0 | 0 | 0 | | |
| LEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **5. Limited English Proficient Students** | | | | | |
| LEAP | 0 | 0 | 0 | | |
| LEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **6. Largest Other Subgroup** | | | | | |
| LEAP | 0 | 0 | 0 | | |
| LEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |

Notes: Proficient=basic, mastery and advanced
No data available for Spring 2005 and spring 2006.

Subject: Reading Grade: 4 Test: LEAP

Edition/Publication Year: Louisiana/2008 Publisher: State of Louisiana

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Apr | Mar | Mar | | |
| **SCHOOL SCORES** | | | | | |
| LEAP | 88 | 95 | 78 | | |
| LEAP | 13 | 11 | 6 | | |
| Number of students tested | 55 | 46 | 54 | | |
| Percent of total students tested | 100 | 100 | 100 | | |
| Number of students alternatively assessed | 0 | 2 | 0 | | |
| Percent of students alternatively assessed | 0 | 4 | 0 | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| LEAP | 85 | 95 | 91 | | |
| LEAP | 4 | 5 | 9 | | |
| Number of students tested | 27 | 19 | 20 | | |
| **2. African American Students** | | | | | |
| LEAP | 0 | 0 | 0 | | |
| LEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **3. Hispanic or Latino Students** | | | | | |
| LEAP | 0 | 0 | 0 | | |
| LEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **4. Special Education Students** | | | | | |
| LEAP | 0 | 0 | 0 | | |
| LEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **5. Limited English Proficient Students** | | | | | |
| LEAP | 0 | 0 | 0 | | |
| LEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **6. Largest Other Subgroup** | | | | | |
| LEAP | 0 | 0 | 0 | | |
| LEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |

Notes: Proficient =basic, mastery and advanced
No data available for Spring 2005 and spring 2006.

Subject: Mathematics Grade: 5 Test: iLEAP

Edition/Publication Year: Louisiana/2008 Publisher: State of Louisiana

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Apr | Mar | Mar | | |
| **SCHOOL SCORES** | | | | | |
| iLEAP | 81 | 87 | 74 | | |
| iLEAP | 10 | 13 | 2 | | |
| Number of students tested | 52 | 46 | 62 | | |
| Percent of total students tested | 100 | 100 | 100 | | |
| Number of students alternatively assessed | 2 | 0 | 0 | | |
| Percent of students alternatively assessed | 4 | 0 | 0 | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| iLEAP | 80 | 78 | 72 | | |
| iLEAP | 8 | 0 | 3 | | |
| Number of students tested | 25 | 14 | 36 | | |
| **2. African American Students** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **3. Hispanic or Latino Students** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **4. Special Education Students** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **5. Limited English Proficient Students** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **6. Largest Other Subgroup** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |

Notes: Proficient= basic, mastery and advanced
No data available for Spring 2005 and spring 2006.

Subject: Reading Grade: 5 Test: iLEAP

Edition/Publication Year: Louisiana/2008 Publisher: State of Louisiana

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Apr | Mar | Mar | | |
| **SCHOOL SCORES** | | | | | |
| iLEAP | 82 | 78 | 59 | | |
| iLEAP | 4 | 2 | 2 | | |
| Number of students tested | 50 | 46 | 63 | | |
| Percent of total students tested | 100 | 100 | 100 | | |
| Number of students alternatively assessed | 2 | 0 | 0 | | |
| Percent of students alternatively assessed | 4 | 0 | 0 | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| iLEAP | 82 | 57 | 47 | | |
| iLEAP | 4 | 0 | 0 | | |
| Number of students tested | 23 | 14 | 36 | | |
| **2. African American Students** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **3. Hispanic or Latino Students** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **4. Special Education Students** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **5. Limited English Proficient Students** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **6. Largest Other Subgroup** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |

Notes: Proficient=basic, mastery and advanced
No data available for Spring 2005 and spring 2006.

Subject: Mathematics Grade: 6 Test: iLEAP

Edition/Publication Year: Louisiana/2007 Publisher: State of Louisiana

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Apr | Mar | Mar | | |
| **SCHOOL SCORES** | | | | | |
| iLEAP | 94 | 82 | 85 | | |
| iLEAP | 12 | 5 | 4 | | |
| Number of students tested | 49 | 61 | 57 | | |
| Percent of total students tested | 100 | 100 | 100 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| iLEAP | 89 | 86 | 83 | | |
| iLEAP | 0 | 0 | 4 | | |
| Number of students tested | 18 | 36 | 23 | | |
| **2. African American Students** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **3. Hispanic or Latino Students** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **4. Special Education Students** | | | | | |
| iLEAP | 0 | 0 | 45 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 11 | | |
| **5. Limited English Proficient Students** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **6. Largest Other Subgroup** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |

Notes: Proficient= basic, mastery and advanced
No data available for Spring 2005 and spring 2006.

Subject: Reading Grade: 6 Test: iLEAP

Edition/Publication Year: Louisiana/2008 Publisher: State of Louisiana

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Apr | Mar | Mar | | |
| **SCHOOL SCORES** | | | | | |
| iLEAP | 89 | 80 | 85 | | |
| iLEAP | 6 | 3 | 4 | | |
| Number of students tested | 49 | 61 | 57 | | |
| Percent of total students tested | 100 | 100 | 100 | | |
| Number of students alternatively assessed | 0 | 0 | 0 | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| iLEAP | 83 | 72 | 78 | | |
| iLEAP | 0 | 0 | 4 | | |
| Number of students tested | 18 | 36 | 23 | | |
| **2. African American Students** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **3. Hispanic or Latino Students** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **4. Special Education Students** | | | | | |
| iLEAP | 0 | 0 | 55 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 11 | | |
| **5. Limited English Proficient Students** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |
| **6. Largest Other Subgroup** | | | | | |
| iLEAP | 0 | 0 | 0 | | |
| iLEAP | 0 | 0 | 0 | | |
| Number of students tested | 0 | 0 | 0 | | |

Notes: Proficient= basic, mastery and advanced
No data available for Spring 2005 and spring 2006.